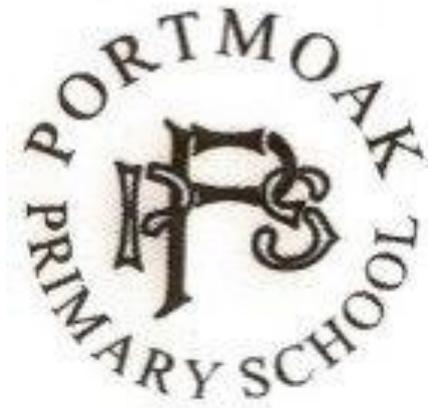


Portmoak Primary School



School Handbook Academic Session 2025/2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parents about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of the school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8th of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

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Introduction

Welcome to Portmoak Primary School.

You will find us in the lovely rural village of Kinnesswood, about 5 miles from Kinross, overlooking Loch Leven and situated at the bottom of Bishop Hill. Our school is non-denominational and caters for pupils at all seven Primary stages. The present school was opened in 1960. In 1977 a classroom extension was completed and in 1988 the school was extended once more by the addition of another classroom. In October 1993 a mobile classroom was completed. In 2006 this mobile classroom was attached to the school, and further storage space and a multi-functional room added. The original Portmoak School was in Scotlandwell and its records from 1872 are kept in the present building.

The past few years have seen a significant amount of investment in our extensive school grounds, with development of a trim-trail activity area, a slide, a willow tunnel, painted playground games, a school pond, wooden wigwams, and pirate ship. We have a wildlife garden with a log pile, many bird feeders and a range of plants designed to attract nature's visitors to our school grounds. We are committed to using the school grounds and surrounding area to enhance learning and teaching.

We endeavour to develop and strengthen links between home and school, and we are firmly of the opinion that school and parents must work together to ensure that children enjoy the best possible education.

The school is always open to parents seeking information or wishing to discuss concerns. We would be pleased to welcome you into the classroom as a helper and by involving yourself in this way, you will understand what the school is trying to achieve for the children. If you would like to help in any capacity, either in the classroom, as part of the Friends of Portmoak Parent Council/Events & Fundraising Team, or in an after-school activity, then please contact the school.

Parents are always very welcome to come and meet the Headteacher to discuss their child's education and wellbeing. Email or phone to make an appointment or drop in to check on what time is best.

The school has a written Annual Report for last session; this is available on our website.

Portmoak School is one of six Primary Feeder schools for Kinross High School, based at Loch Leven Community Campus, Kinross. We are part of an Integrated Team who meet regularly to address the needs of 3-18-year olds in our catchment area and as a result have access to an inter-agency team of staff including Educational Psychologist, Speech and Language Therapist, School Nurse, Active Schools Co-ordinator and a Community Link Worker.

The information in this booklet is intended to tell you something about the school and we have attempted to cover the general areas which will probably be of interest or concern to parents and at the same time inform you of the educational aims that we have for your child. However, we appreciate that this booklet may not be able to answer all the questions that you would like to ask, so we would welcome the opportunity to show you around the school and answer any questions you may have. We would also be pleased to receive any comments you may have about the booklet as it is always open to improvement.

Thank you,
Anna Nesbitt
Headteacher



Delineated Area

The territorial area of the school comprises the villages of Scotlandwell, Kinnesswood, Glenlomond and Balgedie and extends to the Fife border at Auchmuir Bridge in one direction and to Mawcarse (near Milnathort) in the other. On the other side of Loch Leven, on the Vane Farm Road, the catchment area ends at West Brackley Farm.

You can check that you reside within the Portmoak catchment area at <http://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

Quite a few parents from outwith our catchment area have made written requests to have their children attend school here. If you wish to make a placing request at Portmoak for your child, please contact the Headteacher to discuss your wishes.

Contact Details

Headteacher: Anna Nesbitt

Email: portmoak@pkc.gov.uk

Telephone Number: 01577 867290

Absentee Line: 01577 867196 (24-hour voicemail)

Address: Portmoak Primary School, Buchan Avenue, Kinnesswood, Kinross, KY13 9HT

Twitter: @PortmoakPS

Website: [Portmoak Primary School](#)

Our school covers the primary stages from Primaries 1 - 7 (4 - 12 years). Our school roll at the time of writing is 117 pupils.

Portmoak is a non-denominational State Primary School.

The Strategic Lead, Education and Learning (Chief Education Officer) is Sheena Devlin.

The Service Manager for Primary is Gill Doogan.

The Service Manager for Early Learning and Childcare is Bernadette Scott.

The Quality Improvement Officer with responsibility for Portmoak Primary School is Gillian Knox.

They are based in Perth, at the address: -

Perth & Kinross Council Education Department, 2 High St, Perth, PH1 5PH

Tel. No. (01738) 476211

The Perth & Kinross Council web site is: www.pkc.gov.uk

Parent Council

Every parent and carer at Portmoak Primary is automatically a member of the Parent Forum. The Forum meets once a year, usually late August or early September, to vote for the parents who will represent the views of parents through the Parent Council. Although this is the main way we ensure parental voice in our school, we also gather wider opinion from time to time. This can be by text, email, letter or survey.

The Parent Council are very active in support of the school and meet regularly during the school year to represent the views of parents and raise issues of general concern to other parents.

As well as the more formal Parent Council, the Events and Fundraising Team are also very active on Portmoak's behalf by raising money for the school on a regular basis. The membership of this team is fluid, with all parents welcome at every meeting. You can find copies of Parent Council and Events and Fundraising Team minutes on the noticeboard in the main foyer.

Please contact the school if you would like more details about how to get involved with the Parent Council or Events and Fundraising Team.

The Parent Council, Friends of Portmoak, can be contacted through the chair, Mrs Shona Matthews. Contact details can be retrieved from the school office.

Attendance

The law requires that parents ensure their children attend school regularly. As part of the Perth & Kinross raising Achievement Strategy all schools are expected to closely monitor the attendance of all children and young people. Persistent poor attendance and time keeping is disruptive to the learning of the individual and the class. It may also be an early warning of other difficulties for the child's family. If a child's attendance rate falls below a predetermined figure, Headteachers have a duty to invoke procedures to follow up absenteeism. This will start with a formal letter advising Parents/Carers of absence rate and offering any support, however continued absence may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee.

<http://www.pkc.gov.uk/article/17427/Attendance>

It is important that, wherever possible, children should arrive on time, especially in the mornings when all the attendance and administration details are carried out.

Explanations for absences can be given by speaking to a member of staff or sending an explaining the reason for the absence. When no explanation at all is received then the absence is recorded as unauthorised. Where the school has serious concerns about attendance, Attendance Management procedures will commence (see above). Holidays taken in term time are also classed as unauthorised and plans to take such time off school should be made in writing to the Headteacher.

If your child is going to be absent from school you must contact us before 9.30am, or we will contact you. Please call the Absentee Line: 01577 867196 and leave a voicemail message or send an email before 9.00am, as we do appreciate that the office and phone line can be busy after 9.00am.

Communicating with Parents

Portmoak is a school that takes a great deal of pride in our family atmosphere and welcoming ethos. We do endeavour to be an open school and will get back to parents as quickly as possible, usually responding within 24 hours except for holidays and weekends, and certainly well within the Council minimum standards for customer service. We do appreciate that you put a great deal of trust in us looking after your children and that parents need to feel all concerns or requests, no matter how small, will be given attention in a timeous manner.

We use a wide range of methods to communicate with parents. As well as phone, text message and email, we also have a Headteacher's newsletter monthly, which updates parents on what is going on in school. This contains opportunities for parents to get involved in the life of the school, for example through 'Meet the Teacher' open afternoons, parent workshops, parents' evenings (Autumn/Winter and Spring), class and special assemblies (throughout the year, relevant dates are in the newsletter) and special events such as Sports Day, coffee mornings or fundraising events. We recommend you add the school email to your safe senders list.

We use online Learning Journals to share children's progress in learning with home, as well as for messages and announcements from the class teachers. School trips are signed up for and paid for through the ParentPay website, which also allows those not on free school lunches to pay for school dinners. We are a cash free school now, so all payments are to be made through ParentPay.

Throughout the year we host a 'Parent Coffee and Catch Up' in the school library. This is an informal chance to come along, meet with other parents and the Headteacher and generally just catch up. There are often representatives from the parent council there, as well as other members of staff on occasion.

We are delighted that all parents are now on our email circulation list, and on ParentPay, as this enables instant communication and takes away from the issue of children leaving notes in their school bags or trays. Parents are also encouraged to make use of the school website [Portmoak Primary School](#) and to follow us on Twitter on @PortmoakPS. Please note that the text message service does not alert us to incoming messages, so unless we ask for a reply to a message, please use email, phone, or pop in to see us with a message.

Mobile Phones and Other Electronic Devices

We would ask that you encourage your child to leave all electronic items at home and do not allow them to bring them to school. This includes watches which are capable of taking photographs or making calls. Fitbits or similar smart watches may be worn if desired, but please note that no liability is taken by the school for loss or damage.

If you feel there is an occasion when your child requires access to a mobile phone at the end of the day (for example if they are going straight to a friend's house) then they may hand their mobile phone into the office at 9.00am for safe keeping and can collect this at the end of the school day.

Rest assured that staff will continue to contact you in the usual manner if there is any concern about your child's health or wellbeing during their time at school.

Noting Concerns

We are committed to working with parents and can resolve matters quickly and effectively in most cases. If you have a concern about your child, please contact the Headteacher by phone, email or by making an appointment to come in. You can usually also speak to the headteacher at 9am if your concern is of a relatively short nature. Parents are encouraged to share their concerns early so that they may be addressed at the earliest opportunity. Class teachers are not available to see parents before 9am but can be seen with an appointment after 3pm. If you would like to see your child's class teacher, please contact the school office to make an appointment.

Complaints

Most parental complaints will be dealt with in school. As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's **Complaints Procedure** is there to help you. More information is available on the Council's website as follows:

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

We aim to resolve complaints quickly. Should you make a formal complaint to the school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

Stage 2 involves an investigation by an Officer appointed by the Head of Education Services. At this stage, Perth & Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago
- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO
Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

Freephone: 0800 377 7330
Online contact: @sps.gov.scot
Website: www.sps.gov.scot
Mobile site: <http://m.sps.gov.scot>

Additional Support for Learning - Resolving Disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the Council's website: www.pkc.gov.uk or by contacting **Tel No: 01738 476790**.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: <http://www.pkc.gov.uk/complaints>

School Ethos

We are a friendly school of five classes situated in Kinnesswood on the banks of Loch Leven.

Staff, pupils and parents worked on making our school aims something which would allow people to get an instant flavour of Portmoak Primary's ethos, but which was simple enough to be shared and understood by even our youngest pupils.



Our refreshed vision of 'Being the best I can be in Portmoak' focuses on Learning, Inclusion, Friendship and the Environment and our value statement poster was designed with our eco and outdoor learning credentials in mind.

At Portmoak Primary School, we respect the rights of our children by teaching our learners about their rights and supporting them to enjoy their rights as they grow and develop. Our children learn about the UN Convention on the Rights of the Child (UNCRC) and how it applies equally to every child and young person around the world. They are supported to make the most of their right to an education, to be safe, healthy, treated fairly and to have a voice in matters that affect them. Children are also encouraged to promote their rights, and the rights of other children and young people (both locally and globally). Positive relationships are a key feature of Portmoak Primary School and our rights-respecting ethos contributes to an environment where pupils feel valued, nurtured and included.

In our school there are four full time teachers, plus three part time teachers, a visiting pupil support teacher and a visiting PE specialist. We also have six pupil support assistants who support learning in the classroom and supervise the playground during breaks. There is one member of staff in the office, two staff in the kitchen, a cleaner and two part-time facilities assistants. The whole staff work together as a team to ensure that Portmoak Primary School is the best that it can be.

We pride ourselves on our many non-curriculum experiences for the children such as football, cricket, cycling, orienteering, skiing, sewing and cooking. We also take part in many competitions and festivals, including Euroquiz, Rotary Quiz and County Sports.

Pupil achievement is celebrated in many ways. One of these is the special mentions every week at assembly when the 'stars' from each class are celebrated. Individual achievements are also celebrated in class. If your child has been successful in a hobby or activity at home, please share this with their class teacher so that this can be celebrated in school. Whole school achievements and successes are celebrated on the achievement wall outside the Headteacher's office.

All pupils are involved in decision making in our school. We have responsibility groups or committees in the school for children: The Eco Committee, The Health and Sports Committee, The Library Committee and The Digital Learning Committee. The elected members of The Pupil Council meet regularly to enable the children to have their say and to contribute to school improvement.

We encourage all our pupils to respect and care for each other as part of the Portmoak family. P7s help the new P1s settle in and some P7s act as House Captains and take extra responsibility for organising school events. House Captains wear a badge so that they can be identified easily by younger children. Other P7 roles include Digital Leaders, Library Leaders and Lower Primary Ambassadors. They often help with activities in the playground and children who need someone to play with outside can go to the friendship bench for help.

Portmoak is a school at the heart of the community, and we are keen to encourage parents and friends of the school to be actively involved in school life.

We are always happy to work with groups from our local community. Some of the community groups that are involved with Portmoak Primary are:

- Kinnesswood in Bloom
- Portmoak Festival
- Portmoak Community Woodland Group
- Portmoak Church
- Portmoak Hall
- Michael Bruce Trust

In March 2017 we had a very positive Extended Learning and Achievement Visit (Council Inspection). You can read the report on the school by visiting our school website or on

<http://www.pkc.gov.uk/media/32302/Portmoak-Primary-Extended-Learning-and->

In September 2017 we received a visit from Education Scotland. Again, this provided very positive feedback on the work of the school. You will be able to find a copy of this on our school website.

In June 2011 we achieved a double helping of success through gaining our first Eco-Schools Green Flag and accreditation as a Health Promoting School. We received our fifth green flag in November 2022. In April 2017 the Digital Schools Award and in June 2018 we received the Silver School Sport Award. In June 2022 we received the Gold Rights Respecting School Award.



Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school. We arrange Sharing the Learning assemblies, coffee mornings and open afternoons throughout the year. Helpers are always needed for visits and trips. We would be very grateful to any parents who may wish to help on a regular basis in the following areas: -

- Assistance with the responsibility groups (committees)
- Helping within the classroom e.g. art work, cutting paper, filing
- Supporting in the delivery of cycle training at P6-7
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library

Parents/carers interested in helping in school should, in the first instance, speak to the headteacher. If this is going to be regular help, or if there will be unsupervised access to children, we will ask you to complete a PVG (disclosure) application.

The school is keen to ensure that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics. We aim to keep good communication links with our school families. Our school newsletter is issued to all families monthly and information about class learning goes out to parents every term to help them support their child's learning at home. We regularly seek parents' views on how we can improve our school, most notably in our annual parent survey.

The council's policy to support effective partnership working between school and home can be found by following the link below

<http://www.pkc.gov.uk/parentalinvolvement>

Transitions

Traditional transition points are preschool to primary, stage to stage and P7 to secondary education. The transition process involves pastoral arrangements and effective continuity and progression of pupils learning. At Portmoak Primary School several processes and procedures are in place to allow individual pupils to feel valued and well prepared for the next stage of their education. These include the professional dialogue that takes place between teachers (within our school setting and across the sector with preschool and secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

For some children an enhanced transition may be required, and this will be identified through the ASN process in consultation with parents/carers.

To support transition into P1, children are invited to attend a series of sessions in the summer term of their final pre-school year. These events include Preschool Picnics, Portmoak Sports Afternoon and classroom 'stay and play' sessions. Parents are also invited to a talk from the Headteacher and P1 class teacher.

All P7 pupils are invited to take part in activity days in the summer term. We also have a P7 Prom in June, which is held at Loch Leven Community Campus. In June, P7 pupils also attend a two day transition event in which they follow a typical secondary timetable within their new classes.

On completion of your child's primary education, the normal arrangement is for children to transfer to your catchment secondary school of Kinross High School, Loch Leven Community Campus.

Name: Kinross High School
Headteacher: Sarah Brown
Address: Loch Leven Community Campus, The Muirs, Kinross, KY13 8FQ
Telephone: 01577 867100
Website: <http://www.kinrosshighschool.org.uk/>
Email: kinrosshigh@pkc.gov.uk

You will of course be aware that you can make a parental placing request to attend a secondary school, other than the catchment school. Further information on how to make a placing request is available online at <http://www.pkc.gov.uk/article/17301/Placing-request>

The Curriculum

Our school vision was produced in collaboration with pupils, staff and parent. 'Being the best I can be! Portmoak LIFE reflects our focus on Learning, Inclusion, being Friendly and looking after and making best use of the Environment. This provides a basis for the rationale for the curriculum, taking into account the learners' entitlements and our engagement with all the stakeholders in clarifying our values and principles.

<p>Learning</p> <p>Literacy and Numeracy, along with Health and Wellbeing, are the key factors of our curriculum.</p> <p>At Portmoak Primary, learning experiences draw from CfE experiences and outcomes in the 8 key curricular areas, which are used to plan learning in discrete subject areas as well as allowing for links to be made through cross curricular contexts. Interdisciplinary learning, where two or more curricular areas can be delivered in one lesson and where these links are relevant and will be mutually beneficial, are planned where appropriate.</p> <p>All curricular areas are founded on sound learning and teaching practices which are based on well-planned learning experiences. We aim to provide high quality teaching with the emphasis on core skills (literacy, numeracy, digital, working together, thinking skills and problem solving). At all stages learning should be linked to skills for life and work.</p>	<p>Included and Friendly</p> <p>Respect and equality are central to our values and curriculum. Collaborative, participative and peer learning are embedded at the early stages and time will be taken to support our pupils to become active learners. Pupils have the opportunity to plan their learning in terms of what they would like to learn, how they would like to learn and how to demonstrate their learning.</p> <p>As part of the Health and Wellbeing curriculum, children learn about equality and respecting others. Experiences to develop social skills form part of the <u>Bounceback</u> work which the children do throughout their time at Portmoak. We are a Rights Respecting School and the Rights of the Child feature in children's learning experiences.</p>	
<p>Children are afforded opportunities to develop their skills in all four contexts for learning: through interdisciplinary learning, discrete subject areas, ethos and life of the school and opportunities for personal achievement.</p> <p>The seven key principles for curriculum design should be embedded in responsive planning, teaching approaches and learning experiences:</p> <ul style="list-style-type: none">• Challenge and enjoyment• Breadth• Progression• Depth• Personalisation and choice• Coherence• Relevance <p>There is a three-year topic overview which allows us to cover the outcomes required and to allow for flexibility in planning for composite classes. This enables teachers to ensure a breadth and depth of learning in science, social and technology outcomes.</p>	<p>Being the best I can be!</p>  <p>Our school vision was produced in collaboration with pupils, staff and parent. 'Being the best I can be! Portmoak LIFE' reflects our focus on Learning, Inclusion, being Friendly and looking after and making best use of the Environment. This provides a basis for the rationale for the curriculum, taking into account the learners' entitlements and our engagement with all the stakeholders in clarifying our values and principles.</p>	<p>The school vision is shared frequently with all stakeholders. Pupils are able to engage with the vision from Primary One, with the vision referred to regularly in class and in assemblies when talking about being kind and friendly towards each other. The vision is also referred to when there have been incidences of negative behaviour to promote a restorative discussion.</p> <p>Environment</p> <p>We are fortunate that our school is situated in such a beautiful location. With Bishop Hill, <u>Kilmagad</u> Wood and Loch Leven on our doorstep, we promote regular use of these as a context for learning, along with frequent use of our extensive school grounds. Outdoor learning is important at Portmoak Primary and we are committed to using the school grounds, the local community and opportunities further afield to extend children's learning experiences.</p> <p>Our Social, Science and Technology plans enable us to engage with topics of local interest that make the most of the natural resources on hand.</p> <p>As an Eco School and a Rights Respecting School, we care for our local environment. Every class is involved in developing the school grounds, learning about sustainability and maintaining our Eco Green Flag status. <u>Kinnesswood</u> in Bloom, a local community group, are an important partner of the school and they support our learners in many ways.</p>
<p>In the early years developing literacy and numeracy skills will be a priority and the balance of the curriculum will reflect this.</p>	<p>We work closely with parents/carers and our community. We will take every opportunity to involve them in the life and work of our school to share achievements and to build links which enhance our curriculum. Active engagement of parents in their children's learning and meaningful two-way communication is our aim.</p>	

Curriculum for Excellence (CfE) aims to provide a coherent, flexible and enriched curriculum for pupils aged 3 to 18. Young people are learning through a carefully planned range of broad experiences to meet a wide range of set outcomes. The progressive development of key skills aims to provide our younger generation with the toolkit they need to reach their full potential and face the challenges a changing society may throw at them in years to come.

Under Curriculum for Excellence, every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, life and work. The learning experiences we offer learners allows for personalisation and choice. Learning activities are structured to ensure children work at a pace they can cope with and with challenge which allows them to thrive. Tasks link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. With teaching and learning delivered in this way, children are being equipped with the skills to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgements about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

The purpose of CfE is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. CfE is about raising standards, closing the gap between the most and least able and preparing our learners for the future.

At Portmoak Primary, learning experiences draw from CfE experiences and outcomes in the 8 key curricular areas, which are used to plan learning in discrete subject areas as well as through interdisciplinary learning topics or contexts. Outdoor learning is important at Portmoak Primary and we are committed to using the school grounds, the local community and opportunities further afield to extend children's learning experiences. Class teachers will consider trips and visits to extend the children's learning. Where possible, we will use the High School's minibus to reduce costs and we have a bursary, provided by the Parent Council, for families seeking financial assistance for the cost of trips.

The 8 Key Curricular Areas

Literacy

The development of literacy skills plays an important role in all learning. Children need to communicate, collaborate and build relationships, reflect on and again explain their literacy and thinking skills, use feedback to help improve and sensitively provide useful feedback for others. They will learn to engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by digital learning. Basically, children learn to read, write, talk and listen across the curriculum, as well as within specific literacy focused lessons.

Perth and Kinross Council is committed to the Scottish Government's 1+2 initiative. With English as the first language for most of our learners, children will learn French from their Primary One year and an additional language, currently Mandarin, will be introduced as their third language from P5.

Numeracy & Mathematics

All teachers have responsibility for promoting the development of numeracy across the curriculum. Children will learn to interpret, work with, manipulate and understand the concepts and rules of Number, Problem Solving and Enquiry. Other mathematical concepts such as Money and Measure, Shape, Position and Movement and Information Handling, are often taught through a cross curricular approach or as stand-alone studies.

Health & Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We supplement our provision in this area by teaching Bounce Back – a programme designed to equip children with resilience and the ability to 'bounce back' from problems that they face. When we are teaching a sensitive health topic, such as sexual health and relationships, we will contact you first so that you can be prepared for this and are aware of the lesson content.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

Science

Through the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Expressive Arts

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally. This is delivered through music, dance, drama and art and craft.

Religious & Moral Education

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of everyone in a diverse society, religious and moral education engenders responsible attitudes to other people.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children will be taught a range of skills that can be transferred and applied in different learning contexts.

You can find out much more about how the CfE fits together and what it means for your child on the following website:

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>

Homework

We believe that homework is an important part of school. It allows us to form a partnership with Parents/Carers and opens a channel of communication through both the content of the homework and diaries/reading records. For pupils, independent study skills are fostered. Homework will be regular and cover such items as: reading reinforcement in the early years or preparation at the later stages, sounds/spelling, maths tasks and topic research. Homework may be the completion of work set after a lesson in school.

Your co-operation is sought in ensuring that homework is completed in time and to a reasonable standard, though as independently as possible.

If you feel your child is spending too long completing homework, please contact the school. We would wish children to experience a range of after school activities including homework. In the early years 5-10 minutes an evening would be appropriate. By P7 this could amount to 20-30 minutes. Reading for pleasure or information, fact or fiction, is always encouraged.

Religious Observance

As well as being a statutory element of a school's provision, religious observance (RO) also has an important part to play in the development of the learner's four capacities, as a successful learner, confident individual, responsible citizen and effective contributor.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at:

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

In non-denominational schools, assemblies are the most common vehicle for delivering religious observance. Our weekly assemblies deal with moral issues such as right and wrong, and values such as fairness, justice, kindness, compassion, integrity and honesty. Typically, they include community singing, presentations from classes or groups, wider achievements and sharing of good or interesting news. We reflect on faith and folk stories from a variety of religions and cultures. We recognise major Christian festivals of Harvest, Christmas and Easter. We have links with Portmoak Parish Church, celebrating our Harvest and Easter services there.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The Headteacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance.

Parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Assessment & Reporting

At every stage, pupils' work and progress is assessed in various ways. The teacher will observe how the children approach and complete the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood, and will examine jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers.

With help from the teacher, children are encouraged to look at their own learning to see which things they have done well and which things they can improve. Teachers share with pupils the learning intentions and success criteria for a lesson: the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be. Children record their learning journey through sharing pieces of work from across the curriculum, demonstrating their learning and progress using the online platform Learning Journals.

The main type of assessment in school is through ongoing teacher assessment in class and we measure children's spelling and reading progress in school, which supports teachers in making judgements.

Children in P4 and P7 are assessed in Reading, Writing and Numeracy using the Scottish National Standardised Assessments (SNSAs). Children in P1 participate in Literacy and Numeracy assessments. You can find out more information about these assessments at <https://standardisedassessment.gov.scot/parents-and-carers/>

Portmoak Life Learning Plans are issued to Parents/Carers three times a year and outline the core learning to be covered in that block of time. Throughout the year, Parents/Carers are provided with opportunities to share in the learning and progress through attending shared learning events such as open afternoons, assemblies, school shows etc. Children reflect on their learning journey regularly through their online learning journal.

In autumn and spring (currently November and March) you will be invited to the school to discuss your child's progress with his/her teacher. The reports are a summary of the assessment made by the teacher in accordance with our Assessment Policy. You will receive a written report during the summer term. If either you or a teacher is concerned at any time about your child's progress, a meeting will be arranged to discuss the matter.

Portmoak Primary follows the Scottish Curriculum for Excellence, as outlined above. We will report on progress against Curriculum for Excellence levels. Pupils will progress through Levels, with Early Level being attainable by most pupils by the end of Primary 1, but earlier or later for some and with First Level being attainable by most pupils in Primary 4, but earlier or later for some. Second Level is attainable for most pupils by the end of Primary 7, but earlier or later for some.

Support for Pupils

Information on the authority's policy in relation to provision for additional support needs can be found at

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

There are organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

Other services/agencies are available to children in the form of Speech and Language Therapy, Occupational Health, English as an Additional Language teacher, Autism Outreach and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (eg. the Educational Psychologist), it is only after consultation with parents.

The school's policy is to support, as much as possible, the education of pupils with additional support needs along with their peer group, in the normal classroom situation. Individual work at a level accessible to the child and designed to support learning progress is provided by the class teacher and Pupil Support Teacher.

Our Pupil Support Teacher visits the school for one day per week. In consultation with the Headteacher, she supports class teachers to devise programmes for children who have short or long-term difficulties and for those who may need their learning extended.

Although the Pupil Support Teacher is deployed as necessary, the aim must always be to promote the maximum degree of independence in learning, personal management and social activity of which the child is capable.

The work within each class is organised to ensure that each pupil is given work appropriate to his or her ability. In the event of Additional Support Needs being identified, the child's parents would be informed and invited to a meeting to establish that additional support needs do exist and to discuss how best to support the child.

If a child has on-going difficulties or a permanent condition, regular ASN reviews will be held to discuss progress. An Individual Education Plan may be put in place and will be reviewed termly. For some children with more complex needs a meeting may be held to consider opening a formal Coordinated Support Plan. The Director of Education or his nominated representative will take the final decision regarding opening a Coordinated Support Plan; the parents will however have right of appeal at an Additional Support Needs Tribunal.

If you think that your child has additional support needs, or that there is anything getting in the way of their wellbeing, please contact us to discuss your concerns. You can do this by contacting the Headteacher in the usual manner. Often class teachers will have identified a need and, in consultation with the Headteacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

School Improvement

The latest HMIE report on the school was published in November 2017. The most recent Extended Learning and Achievement Report (council inspection) took place in February 2017. Links to both reports can be found on page 10 of this document and through the Portmoak page on www.pkc.gov.uk

The following information has been taken from the Standards and Quality Report published for the session 2022-2023. Information on school improvement is divided into three sections; learning, achievement and leadership.

VISION, VALUES AND AIMS

We strive to ensure that pupils become successful learners who enjoy learning and realise their full potential; confident individuals who can live safe, healthy and fulfilling lives; effective contributors who achieve and are ambitious and responsible citizens who make a positive impact on society.

Our vision of *'Being the best I can be in Portmoak'* focuses on **Learning, Inclusion, Friendship** and the **Environment** and our value statement poster was designed with our eco and outdoor learning credentials in mind. Staff, pupils and families worked collaboratively to produce **LIFE**, which encapsulates everything we are.

LEADERSHIP: Summary of strengths

At Portmoak we are focused on the pursuit of excellence and equity and supporting our children to be the best that they can be. Our vision of Portmoak LIFE focuses on Learning, Inclusion, Friendship, and the Environment, and this underpins all that we do in school. Tracking and attainment meetings ensure a focus on raising attainment and support scrutiny of class data, providing both support and challenge to staff. Learners who require additional support are monitored and we continue to deliver a range of evidence-based interventions to target those with barriers to learning. A permanent appointment of Principal Teacher in summer 2022 has ensured consistency within the management team this year. Parent workshops were delivered this session to support parental engagement in their child's learning, on topics that were chosen by parents themselves.

We are proud to be a friendly and approachable school, and staff, pupils and families are well supported through our nurturing ethos and inclusive learning environment. Children's rights are a key focus, and our learners have their voice heard in a range of ways, including focus groups, pupil council and committees. Sharing of learning and communication channels include our Portmoak LIFE Learning Plans, regular newsletters, Twitter, parent contact sessions and we have relaunched parent coffee and catch up this term. Membership of our supportive Parent Council is high, and they collaborate with the school to support learning and experiences for pupils.

LEARNING: Summary of strengths

Across all aspects of school life, relationships between staff, pupils, parents, and the local community are very strong, positively impacting on children's learning experiences. Our nurturing inclusive ethos is a key strength of the school. Community partnerships add significant value to children's learning experiences, e.g., Kinnesswood in Bloom, Portmoak Festival, Portmoak Gala, Portmoak Community Woodland Group and the Portmoak Grows Together food-growing project.

A continued focus on writing this year raised attainment in this area and provided pupils with increased opportunities to develop their learning and skills. We will need to maintain a focus on this area going forwards. Our learners have benefitted from a focus on numeracy pedagogy, which has improved the use of concrete, pictorial and abstract teaching of number concepts, particularly with younger children. Pupils can demonstrate that they are responsible citizens, successful learners, effective contributors, and confident individuals through a range of activities and experiences such as our Rights Respecting Schools and Eco work, committees, class trips, a range of contexts for learning, STEM activities and whole school projects. All children will share their learning with families at assemblies this year, developing their presenting and listening and talking skills. We have been back to the church for Harvest and Easter assemblies, renewing these local links. P1-3 performed a Nativity for parents which was back in-person this year. The transition programme for our new P1s has again been successful and evaluated positively by families. We have enjoyed being able to welcome parents back into the building for a range of events this session.

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

	2021/2022	2022/2023	2023/2024
Attendance	95.1%	95.7%	95.1%

National Expectations	
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 23/24, has highlighted the following key points:

- In P1, all children have achieved Early Level Listening and Talking, majority have achieved Early Level Reading and Writing, and almost all have achieved Early Level Maths.
- In P4, all children have achieved First Level in Listening and Talking and Reading. Most children have achieved First Level in Writing and Maths.
- In P7 all children have achieved Second Level Listening and Talking and Maths. Almost all have achieved in Reading, with most children achieving Second Level in Writing.
- Across all stages, there are pupils on track to achieve the appropriate level in the learning earlier than national expectations would indicate.

HIGHLIGHTS

Learning across the curriculum has been supported and enriched in a wide variety of ways. All pupils from the older three classes are a member of a committee and are responsible for leading an area of school improvement. P1-3 have contributed towards committee outcomes through their work on sustainability. All classes enjoyed outdoor learning in school and the wider community this session. The children have exhibited work in both Portmoak Hall this year. All classes have been on school trips including visits to Portmoak Moss, Kilmagad Wood and Portmoak Community Orchard to enhance outdoor learning experiences, as well as trips to Falkland Palace, Dundee Science Centre and the V & A Museum. P6 pupils had a residential experience at Ardroy Outdoor Education Centre. P7 pupils took part in two days of adventurous activities with the rest of the cluster P7s.

SUMMARY OF IMPROVEMENT PRIORITIES 2024-25

- To increase reading attainment across all stages of the school through consistent teaching of reading skills and assessment of reading ability.
- To increase writing attainment through a progressive programme of writing used consistently across the school.
- For all learners to show progression of learning in their online learning journal through a consistent approach across the school.

These improvement priorities will deliver consistent, whole-school approaches with appropriately targeted supportive interventions where progress is measured, and next steps determined through tracking and self-evaluation with all stakeholders.

School Policies & Practical Information

Authority Education Policies and Services

The authority website provides information on Perth and Kinross policy. The following are links to popular policies on this website:

School enrolment to include primary, placing requests and composite classes
<http://www.pkc.gov.uk/article/17276/School-enrolment>

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition
<http://www.pkc.gov.uk/article/17282/Schools-grants-and-benefits>

Information on Educational Psychology Services
<http://www.pkc.gov.uk/eps>

Primary School Meals

<http://www.pkc.gov.uk/article/17330/Primary-school-meals>

Arrangements for Emergency Closure

Please note that it is essential that we always have an up-to-date contact number (including mobile where possible) for parents.

Severe weather can be snow, stormy weather or flooding. Procedures are reviewed annually to ensure we can respond effectively to severe weather. Our current procedures are as follows:

Decision to close during school hours:

If it is necessary to close the school during the school day because of severe weather, we will use the contact details you have given us to ensure your child is returned home safely. In the first instance we will send out a text to the child's main contact mobile phone. Please confirm receipt of this message by replying to the text. This will allow us to direct follow up phone calls to those who have not received the text.

Decision to close made outside of school hours:

You can obtain information about school closure from these sources:

1. The school Twitter feed @PortmoakPS will be used for both localised and widespread closure information. This is a great source of information and can be updated throughout the day easily. If you don't have Twitter, you can view the Twitter feed at the very bottom of the school website.
2. The school website [Portmoak Primary School](#) will be used for both localised and widespread closure information. You are recommended to check this and twitter first.
3. Radio Tay will always have up-to-date information from 07.00 hours and is updated every 20 mins. (Frequency AM 1161; FM 102.8 and www.radiotay.co.uk)
4. You can also obtain information from Perth & Kinross Council information line on 01738 475000 available from 08.45 hours to 17.00 hours however this line may operate from 07.00 in exceptional circumstances.
5. You can also log onto www.pkc.gov.uk which will have information about school closures on the home page or by accessing www.pkc.gov.uk/Schoolclosures
6. School staff may contact you by text if we are able to access school premises. There can be delays with this service during busy times.
7. PKC social media will also be used for school closure. You can find Perth and Kinross Council on both Facebook and Twitter.

In the event of the school remaining open during severe weather, parents should make the decision of whether to send their child to school based on the safety of walking conditions on the roads and pavements; our school playground will be in a similar condition.

Organisation of the School Day

Morning Sessions	9.00am – 12.35pm
Afternoon Session	1.20pm – 3.00pm
Morning Interval	10.40am – 10.55am
Lunch Break	12.35pm – 1.20pm

Learners should line up in their classes in the playground when the bell rings. They will be escorted into the building by school staff.

The Classes

Usually there are 20-25 pupils in each class. We currently have 5 classes in the school. The classes are mainly composite, and this varies from session to session. A composite class is made up of children from two stages. A child's date of birth will determine which class they go into except for in exceptional circumstances. Learners are taught in groups and this method of working is effective whether the class is composite or not.

Pupils Starting School

Pupils who are due to start school in August will be enrolled the previous January. If your child is not yet five on the school start date you may wish to defer your child's entry to Primary 1. You are welcome to arrange a discussion with the headteacher if this would be helpful. In the summer term we invite the children to be involved in the school before the actual starting date.

Parents who wish to enrol pupils during the school session should contact the Headteacher.

Pupils usually start later than 9.00am on their first day. This means that they can enter school when the playground is quiet and get their bearings without the business of morning lines. They will need a school bag, gym kit and art apron for their first day. You may wish to provide them with a pencil case, rubber and sharpener, but these are also provided in class.

If your child is starting at Portmoak, whether at the start of a session or mid-way through, please take the opportunity to visit the school beforehand. Nursery children have a series of visits pre-arranged and there are parent information sessions which go into more details about starting P1 in the summer term. Older children can also have visits to their classes before they start, so that they can settle more readily into their new environment. Please speak to the Headteacher to arrange a suitable programme of transition for your child.

New P1 parents will be provided with the booklets 'Starting School' and 'Welcome to Portmoak' at the parent sessions before they start.

Extra-Curricular Activities

Depending on the expertise and interests of staff, parents and friends in the community, opportunities are provided for children to take part in various activities. Primary 6 have a residential outdoor education experience every year. Primary 7 experience an outdoor education experience as a cluster in the lead up to transition. This is currently two days of adventure activities.

Pupils from Primary 1-7 benefit from after school clubs such as running, football, sewing, and cooking. These clubs are run by a combination of staff, parents and outside providers and are supported by Cath Devanny, our Active Schools Coordinator. If you would be interested in running a new after school club, or supporting an existing club please make contact through the school office.

We are grateful for parental support and help with extra curricular activities especially with transport to games and competitions.

The After-School Kids Club serving Milnathort, Fossoway and Portmoak Primary Schools offers after school care within Milnathort Primary from 3.20 till 6.00 daily, and (assuming sufficient demand) all day on INSET days; they may also offer care during school holidays – again dependent on demand. Portmoak parents are responsible for organising transport to this service. Please contact the school should you need further information.

Educational trips

Class teachers are encouraged to arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Parents will be asked to contribute to the cost of these trips. Mindful of cost implications, we will seek to source educational visits that offer subsidies and ensure all such visits provide value for money. When a child enrolls at Portmoak Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect leaves, a trip in the village to plant bulbs, attending activities at Loch Leven Community Campus. We always issue a separate permission slip for class outings, football team fixtures etc. which are further than the immediate area. We will always inform you of times when children will go out of school, even locally, by text, email or newsletter.

Transport

School transport is provided in the form of two buses and a taxi which serve our school in the morning and after school. One of the buses transports children from the Scotlandwell area. The other bus serves Easter Balgedie, Wester Balgedie and Glenlomond. There are various pick-up points along the routes. Parents are responsible for getting their child to the school transport pick-up point in the mornings and for meeting their child from the transport in the afternoons. Parents of pupils living within the school catchment area should contact the school office to obtain school transport forms to make use of this service. Children who live outwith our school catchment area are not entitled to transport on the school bus. Should you require further information please contact the school office for details.

Safer Routes to School

Parents worked with our school Junior Road Safety Officers to create guidance on safer parking during school drop-off and collection times. There are red crossing areas to provide children with safer routes to school. Please ensure that you do not park in these areas or on the corner at Buchan Avenue which can obstruct the buses. At the end of the day parents are requested to park on the far side of Bruce Road to ensure that children have a clear line of sight when crossing. Please ensure that you do not park within the bus bay and we would like to remind you that the disabled parking spaces are for blue badge holders only. Please be aware that our community police officer sometimes attends the school at drop-off and collection times to help us keep our children safe

Uniform and Clothing

We strongly encourage all learners to wear school uniform and to identify themselves as part of our school community. It is our opinion that when learners wear school uniform, their behaviour, and therefore their learning, tends to be better. Portmoak parents have been consulted on the make up of our school uniform and on the supplier of our branded items.

Our preferred everyday items are:

- White shirt, blouse or polo shirt or maroon polo shirt (with or without a tie).
- Maroon jumper or cardigan with school logo.
- Black or grey trousers, pinafores, school shorts or skirts.
- Plain black leggings or joggers may also be worn if desired.
- Fleece lined reversible jacket with school logo (optional).
- Black shoes

Our preferred items (to be available daily) in gym bags are:

- Black shorts
- White T-shirt (with or without school logo)
- Black "light" gym shoes with non-marking soles– not heavy "trainer" type
- Outdoor trainers and tracksuits are recommended for outside gym.
- For Health and Safety, no jewellery can be worn during P.E. sessions. Pupils who wear earrings will need to remove them or tape them up before taking part.
- Spare socks and a hair bobble for those with long hair should also be included.

Please note that clothing with designer labels or advertising should not be worn.

Please mark all clothing with your child's name with labels or permanent ink.

In Primary 1, 2 and 3, an overall should be provided to protect clothing during art and craft lessons.

In warmer weather, school dresses in a red or blue checked material are also acceptable.

We recognise that chain stores and supermarkets offer suitable, self-coloured school-uniform items, but we do also have Portmoak Primary School branded items including polo shirts, sweatshirts and jackets. These items are available on the Earth Uniform website by searching for Portmoak School Uniform or on the link below:

<https://www.earthuniform.com/>

Playground

All year groups have access to our extensive playground areas, although when P5-7 are playing football, the pitch is used for this. The top grass area, trim trail and slide are in daily use. The basketball court cannot hold all our pupils, and indeed can become too slippery for use in icy weather. This means that in winter time we must ask that children come to school suitably attired for playing on grass, which may be damp or muddy. A change of shoes (and socks) is a good idea for changing into during break and lunch time. You may also wish to provide a pair of tracksuit bottoms or waterproof trousers to wear over school clothes to stop them getting muddy.

School staff will remind pupils about getting changed for breaks, however I would ask that parents speak to their children about getting changed if appropriate. Please also ask your child to let their teacher or a member of support staff know if they have fallen and got very wet or muddy, so that this can be dealt with. Please rest assured that if your child is significantly wet and needs to have a complete change of clothes, we will contact you.

In snow and ice, daily decisions will be made in school on whether children can play outside on safety grounds, following risk assessment. Areas suitable for play will also be considered.

In heavy or persistent rain certain areas of the playground may be temporarily removed from use (e.g. the bottom pitch) or children may be kept in for break. Again, this will be a decision made on the day, depending on the conditions and safety concerns.

Supervision in the Playground Outwith the School Day

It is generally the case that the start and end of the school day – when classes are taken in and when they leave at the end of the day – define the period of time for which a school has responsibility for supervising all children attending school that day. The exceptions to this are for those children who are transported to school by the local authority (a level of supervision is provided from the time their transport arrives at school), and for children attending an extra-curricular club (they are supervised for the duration of the club).

Children should not arrive in the playground before 8.30am. If your child arrives before 9am, please be aware that there is no playground supervision provided – you should be confident that your child is responsible and able to take appropriate steps should there be an issue. Office staff are available from 8.30-9.00am to support children, please ensure they know that if they need support from the playground, they should come to the office at those times.

Children are not brought into school until the official start of the school day. In the event of severe weather or a critical incident, a senior member of staff **may** take the decision to allow our pupils to enter school a few minutes earlier, but if the weather is inclement, we would suggest arriving as close to 9am as possible.

School Meals

Portmoak Primary provides healthy and nutritious meals which are served on the school premises. There is a full-time cook who has one part-time assistant. Supervision in the dinner hall is also provided by support staff and the management team. A Supervisory Assistant supervises the children throughout the lunch break. There are two sittings at dinner time to allow all children to be comfortably accommodated. Children may bring packed lunches to school. School meals cost £2.30 per day with payment via ParentPay. You will be provided with login details for this online payment system and can then make payments for school meals, as well as school trips and other events.

Please note that children in Primary 1 – 5 are entitled to free school meals.

Only pupils who register for a home lunch are permitted to leave school grounds at lunchtime.

Children are issued with menus for school meals on a regular basis. You can view the latest menu here:

<https://www.pkc.gov.uk/article/17330/Primary-school-meals>

Health Care

Portmoak Primary is a Health Promoting School. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners from P1 through to P7.

We work in partnership with Health agencies to provide the best health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed [within their limited resources] for pupils in need of this service

The school doctor, dentist and nurse from the school health service examine children in school from time to time. These are routine examinations carried out for all children and you will be notified in good time so that you may be present if preferred.

Should your child be taking medicine or suffer from a medical condition which might affect him/her in school, it would be appreciated if you would notify the school so that appropriate action can be taken.

Please remember that if your child is absent with sickness and/or diarrhoea the Health Protection Agency recommends that your child should be kept away from school for at least 48 hours after the last episode of diarrhoea or vomiting.

Where there is a need for medication to be administered during the school day, parents should fill in the appropriate form, available from the office. Medication will be kept safely in the school office and each dose administered will be recorded. Wherever possible we would ask that parents administer their own child's medication, but we appreciate that this is not always practical.

We have staff trained in First Aid. Where a child has experienced a bump to the head this will always be logged in school and parents called as well as a note sent home. Playground Staff also deal with minor grazes and scrapes which need a plaster and /or antiseptic wipe (please note that minor scrapes will not warrant a First Aid Slip home).

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Headteacher will notify the parent of that child directly. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. See the link below re advice:

<http://www.scotland.gov.uk/Publications/2002/09/15500/11382>

Should your child become ill or have an accident while at school so that medical treatment is required, the following action will be taken:

- a) We will try to contact you by telephone if this is possible.
- b) We will telephone your doctor or the hospital if necessary and arrange to have your child taken there, accompanied whenever possible by you or someone else nominated by you. Where a child becomes ill in school and we feel he/she should return home, we will contact you or your nominated emergency contact and ask that your child be collected from school. It is important that emergency contacts are accurate, and I would ask you to notify me immediately of any changes in this, or any other contact telephone numbers.

Instrumental Tuition

We currently have weekly visits from Mrs Purcell (woodwind), Mr Baillie (guitar), Miss Steele (Cello) and Mr Frame (chanter).

The link below provides further information about the instrumental music service: <http://www.pkc.gov.uk/article/19741/Instrumental-Music-Service>

School Registration

Parents are asked to register new intake P1 pupils in January of the year they are due to start school. Parents moving into the area who wish to enrol their children at the school should contact the school office. Parents living outwith our catchment area can make a placing request to have their child granted a place in Portmoak Primary School. Details of this are available at <http://www.pkc.gov.uk/article/17301/Placing-request>

School Term Dates and Holidays

The school term dates along with holiday and in-service dates for can be found using the link below:

<https://www.pkc.gov.uk/schoolholiday>

Promoting Positive Behaviour

In Portmoak Primary School we try to make all children feel welcomed as a valued part of the school community. Children are expected to show a caring attitude towards others and a responsible outlook towards the school. Each class has a 'Class Charter' which sets out the rules and expectations of the classroom.

We pride ourselves on the high standards of behaviour shown by our school children. Pupils are required to show a proper regard for their own safety and the safety of others. Our school ethos is rooted in our school aims and values and we continually promote positive behaviour through our quality teaching and effective class management, pupil-staff relationships which are based on mutual trust and respect and the support of our Parents/Carers.

A nurturing approach helps pupils to explore and discuss the behaviour which occurs in difficult situations. They are supported to appreciate how their actions may have affected others, explore their feelings, repair any harm and hopefully plan to ensure a similar situation is less likely to happen again.

Name of Child Protection Officer

All staff are trained annually in Child Protection Procedures. Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how s/he behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate. The Headteacher and Principal Teacher are the designated Child Protection Officers.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.